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ABSTRACT

A project was conducted at William James College (Michigan) to develop a model designed to demonstrate the infusion of career education into liberal arts education. The project focused on the following five types of activity: (1) increasing faculty understanding of career education to provide strategies for relating teaching to career choices; (2) expanding community involvement in all aspects of career and liberal arts education offered at William James College (WJC); (3) establishing a career resources center to provide academic and career counseling; (4) evaluating contract activities by an external evaluator; and (5) informing other liberal arts institutions of the accomplishments of this demonstration model. Initially, the bulk of staff energy was spent on faculty seminars, workshops, and systematic development activities. Next, the project focused on community collaboration efforts, and then finally on the development of a career resources center. External evaluators assessed the general impact of the project on the college and measured specifically to what extent the college accomplished the learner-oriented objectives established early in the contract. (Specific results of the external evaluation are available separately--see Note.) At the end of the performance period, a national conference was held to inform participants from other liberal arts colleges, and other interested educators, about the results of the WJC project and to explore implications for replicability. (BM)

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William James College

A Model for Integrating Liberal and Career Education

FINAL REPORT

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Demonstrating Career Education in the Liberal Arts Colleges, Model A

October 1, 1977 - August 30, 1979

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CE 024 338

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Final Evaluation Report: Infusing Career and Liberal Arts Education at William James College. Prepared by Terry H. Rogers and John A. Seeley, Formative Evaluation Research Associates, Ann Arbor, Michigan.

I

INTRODUCTION

A. HISTORY OF THE CONTRACT

On October 3, 1977, William James College of the Grand Valley State Colleges was awarded, by the Office of Career Education, United States Office of Education, an 18-month contract to develop an "exemplary project" which would "demonstrate career education in the liberal arts colleges." The contract was part of an ongoing effort by the Office of Career Education "to further the conceptualization of career education" and "to demonstrate the most effective methods and procedures in career education at all levels of American education."

The William James contract was one of two "matched contracts" awarded during this performance period. Entitled by the Office of Career Education "Demonstrating Career Education in the Liberal Arts Colleges (Model A)," the William James contract was to demonstrate the infusion model of career education. A similar contract with Madonna College in Livonia, Michigan, was to demonstrate "Model B," the coordination model of career education. Each institution was to document its progress and disseminate results through newsletters and a National Invitational Conference held at the end of the performance period. Each institution was to be represented at the other's National Conference, thus affording the opportunity to compare results obtained under Model A and Model B.

Both institutions obtained no-cost extensions to the period of contract performance in order to hold their National Conferences in the spring, rather than the Michigan winter. William James College's National Conference was held on April 9-10, 1979, Madonna College's on May 14-15, 1979.

This document is the Final Report on the William James College contract. The Final Report on the Madonna College contract can be obtained from Mr. Chris Ziegler, Career Resources Center, Madonna College, 36600 Schoolcraft, Livonia, Michigan 48150.

B. ORGANIZATION OF THE FINAL REPORT

As will be seen in Chapter II, the goals of the William James College contract ("Demonstrating Career Education in the Liberal Arts Colleges, Model A") were the following:

1. To coordinate career education with liberal arts education through the joint efforts of college administrators, faculty, business and industry, labor representatives and students.

2. To review and reform the existing curriculum and institutional structures so that liberal arts concepts and career education concepts are integrated throughout the teaching/learning process.
3. To bring students to a greater understanding of themselves, of entry-level skills for various careers, of adaptability skills required for modification of their jobs and of the proper place of work in their total lives.
4. To suggest guidelines for use by other liberal arts colleges which might wish to replicate these activities in the future.

The activities called for by the contract were of five general types: (1) activities designed to increase faculty understanding of career education and to provide strategies for relating teaching to career choices; (2) activities designed to expand community involvement in all aspects of career and liberal arts education offered at William James; (3) the establishment of a Career Resources Center in William James to provide academic and career counseling, experiential work-education activities and internships; (4) evaluation of contract activities by an external evaluator, Formative Evaluation Research Associates of Ann Arbor, Michigan; and (5) activities designed to inform other liberal arts institutions of what was learned during the 21 months of this demonstration project.

The Final Report is organized around these five general types of activities.

Chapter II provides a narrative overview and summary of contract goals, activities, outcomes and recommendations. It tells the reader with limited time what we did at William James College over the period of contract performance, what worked, and what did not work. It presents the most interesting data provided by the external evaluators, our best analysis of the results we obtained, and recommendations based thereon. The general reader is directed to Chapter II, where the entire project is overviewed and summarized "in a nutshell."

Chapters III-VII describe in greater detail the activities during the contract period, outcomes, and recommendations in each of the major areas of contract activity: Involving the Teaching Faculty (Chapter III); Involving the Community (Chapter IV); Implementing a Career Resources Center (Chapter V); Evaluating Contract Activities (Chapter VI); Conducting a National Conference (Chapter VII). The program of the National Conference and the list of participants will be found in Chapter VII.

The Final Evaluation Report on contract performance was prepared by

Terry H. Rogers and John A. Seeley of Formative Evaluation Research Associates, Ann Arbor, MI. It is summarized in Chapter VI, but included in its entirety as a spiral-bound attachment to this Final Report. It will be of interest not only in terms of what it says about career-education activities at William James College but also for its general approach to the problem of measuring career-education outcomes in post-secondary education.

C. ACKNOWLEDGMENTS

The work of the contract staff and the many "Friends of the Contract" should be acknowledged here.

The contract staff from William James College supported in part by Office of Education funds were:

Dr. Adrian Tinsley, Dean of the College and Project Director
Dr. Patricia Labine, Faculty Development Coordinator
Dr. Barry Castro, Community Resources Coordinator
Dr. Richard Paschke, Career Resources Center Director

The largest responsibility for implementation of contract activities fell to this group, including preparation of the Final Report.

Project Assistant Arlene Hecksel, and later Project Associate Mary Maxwell provided administrative assistance to the contract staff and prepared The Pragmatist, the newsletter of contract activities.

Dr. Stephen Rowe of the William James Faculty planned and coordinated the National Conference.

Daleene Menning of the WJC faculty designed the first plans for remodeling required by the new Career Resources Center. Ann DeBoer, Career Resources Center Secretary, was helpful beyond her job description in getting the Career Resources Center operational. She also typed the Final Report.

Terry H. Rogers and John A. Seeley of Formative Evaluation Research Associates were helpful beyond our agreements in providing formative as well as summative evaluation to the contract staff. They also created that rarest of working relationships: they were objective observers, but never outsiders.

Our Project Officer, Gerald Elbers, of the Office of Career Education, was both tough-mindedly critical and generously supportive of our work. He was particularly helpful in pressing us to state our contract objectives as learner outcomes susceptible to measurement.

The technical proposal which resulted in the award of this contract to William James College was written by Dr. Robert Toft, Director of Federal Relations, Grand Valley State Colleges, with assistance from the William James College faculty who later became the contract staff.

Last, and most important, we acknowledge and thank the faculty and students

of William James College: the faculty who absorbed additional work because of the diversion of some of us to contract activities, and the students, who had three faculty substantially less available to them for teaching. It must be noted that faculty and students alike worried in a constructive way that career education might become too prominent, as a result of this contract, at the expense of coequal college commitments to liberal learning and person-centered instruction. In a small college like William James, the energies drawn away from regular activities were substantial. So we thank our faculty and student colleagues for seeing this experience through with us, and hope they feel, as we do, that it has been a useful 21 months, directly relevant to the mission and goals of William James College.

Adrian Tinsley
Pat Labine
Barry Castro
Dick Paschke

Allendale, Michigan
August, 1979

II.

INTEGRATING LIBERAL AND CAREER STUDIES: THE WILLIAM JAMES EXPERIENCE

Chapter II provides an overview and summary of contract goals, activities, outcomes and recommendations. It describes what we did at William James College over the period of contract performance, what worked, and what did not work. It presents the most interesting data provided by the external evaluators, our best analysis of the results we obtained, and recommendations based thereon. For the casual reader, or the reader short of time, this narrative description can stand by itself as a summary of the Final Report.

The chapter is presented in seven parts: (A) the mission and nature of William James College (the institutional location of the contract); (B) contract goals and activities and the "learner outcomes" we contracted to measure; (C) faculty activities and evaluation; (D) community collaboration; (E) student activities and evaluation; (F) Faculty Objective #4; and (G) concluding comments.

What follows has been adapted from the presentation developed by Adrian Tinsley, Dean of the College and Project Director, for the National Conferences at William James College and Madonna College in April and May, 1979.

A. THE MISSION AND NATURE OF WILLIAM JAMES COLLEGE

Before turning to the objectives of our Career Education Contract and the activities through which we attempted to meet them, this chapter will describe the mission and characteristics of William James College, since it is a relatively unusual collegiate setting in which to house a demonstration project of this kind. The points important to note are that William James College is one of the Federated Colleges of the Grand Valley State Colleges, located in Allendale, Michigan, about 12 miles west of Grand Rapids. Grand Valley was established in 1960. It has about 6,000 students enrolled in four collegiate units (The College of Arts and Sciences, William James College, Russel H. Kirkhof College and the F.E. Seidman College of Business and Administration).

William James College was established in 1971 to provide an alternative to the traditional discipline-based liberal arts curriculum offered by the College of Arts and Sciences at that time. The choice of a namesake was important to the college because it led to the development of an interdisciplinary curriculum with an applied focus.

William James College never made the usual distinction between liberal arts education and career education. Instead, it teaches career-related subjects from a liberal arts perspective and liberal arts subjects from a practical

point of view. Project courses--where students work in interdisciplinary teams on real problems of importance to the communities near the college--are a special feature of the curriculum. At the same time, students learn to think about the relation of their work to the history, politics and economics of our society. Students are encouraged to apply the skills they have learned in the classroom to real work settings through the Internship Program.

The college requires an individualized academic plan from each student. Students work with faculty advisors to develop study plans related to the student's particularized goals in life and work. Each study plan is reviewed and approved by the college twice: once when the student and advisor have completed it, and again when the student is ready for graduation. Evaluation of academic course-work is on a Credit-No Credit basis.

William James offers the B.S. degree in Arts and Media, Computers and Management, Social Relations, and Urban and Environmental Studies, and the B.S.W. degree in Social Work. Some of the emphases currently popular with William James students are: film, video, audio, photography, creative writing, journalism, design, management, small business management, social work, counseling, psychology, art therapy, environmental education, natural systems management, environmental impact assessment, alternative energy, city and regional planning, and urban studies.

The "official" description of the college indicates that we have been, from our inception, both career-directed in emphasis and interdisciplinary in approach. These are important things to know as background to understanding the objectives of our contract. But there are other things it is important to know about the academic environment in which our infusion model was attempted. For all of the career-orientation you have seen in the "official" description, William James is a liberal arts college with a history and atmosphere of a very particular kind.

That we were established in September, 1971, is probably the single most important thing to know about the college. "In the air" at that time were most of the elements of the alternative education movement of the late 1960's: a curricular focus on themes and problems rather than on academic disciplines; an emphasis on interdisciplinary studies; the notion that students are responsible for their own education and therefore must have authority over their education; the belief that students learn best in a supportive, non-competitive environment; openness to experiential as well as academic learning; the notion that faculty serve best as resource persons and in the role of model learners.

Equally "in the air" in 1970-71 were ideas that would later lead us to career education in the post-secondary sector: college studies should have practical application; not all students are going to graduate school, certainly not all students from a regional institution like Grand Valley; students graduating from college should be prepared to enter the working world with marketable entry-level skills. Weighted in 1971 far more heavily towards the alternative education of the late 60's than the career education of the 70's, the new college named for William James nevertheless embodied, right from its foundation, a tension between the two, and that tension has been the single most important force in the college's organization, curriculum and development.

John Seeley, in Chapter II of FERA's evaluative report, has written the best capsule history of the college we've yet seen. "From the start," he says, "William James College was, in fact, an alternative to the traditional. But the alternative was not the liberal arts dressed in different clothes. While roughly articulated, inconsistently understood, and unevenly applied, its faculty and Dean had a vision of knowledge as action-in-the-world, especially the public world. Self and societal understanding were to be worked, reworked and built into values and skills which were applicable to everyday life as well as to the issues facing contemporary society. There was a commitment to developing a college which, through its faculty, curriculum, pedagogy and the nature and sequence of the students' experience, would link thought and action. Weaving the liberal arts with vocational preparation was a conscious goal, not an afterthought."

To this capsule history, one statement should be added about the relation of the college to the contract. Clearly, William James College embodied some aspects of what we now call career education from its beginning, and clearly, the faculty have been involved. When we responded to the Office of Career Education RPF, we sought the chance not to start from scratch with the infusion model, but rather, over 18 months of contract supported activities, to refine the model--to see how much further we could come.

B. CONTRACT GOALS AND ACTIVITIES, "LEARNER OUTCOMES"

In the introduction to this Final Report, it was noted that activities called for by the contract were of five general types:

1. Activities designed to increase faculty understanding of career education and to provide strategies for relating teaching to career choices.
2. Activities designed to expand community involvement in all aspects of

career and liberal arts education offered at William James College.

3. The establishment of a Career Resources Center in William James to provide academic and career counseling, experiential work-education activities and internships.
4. Evaluation of contract activities by an external evaluator, Formative Evaluation Research Associates (FERA) of Ann Arbor, Michigan.
5. Activities designed to inform other liberal arts institutions of what has been learned during the 18 months of this demonstration project, including a National Conference.

To carry out these activities, we formed an OE Contract staff of four: the Project Director, Dean of the College, and three well-respected college faculty: one charged to organize faculty development activities, one charged to organize community collaboration, and one charged to establish a Career Resources Center.

In the infusion model, the one we demonstrate for purposes of this contract, faculty are the key. Thus, the bulk of staff energy was spent on faculty seminars, workshops, and systematic development activities. The faculty objectives stated as "learner outcomes" for faculty were:

1. Faculty will learn more about career education concepts as they may or may not apply to liberal arts teaching and learning at William James College.
2. Each faculty member will assess his/her faculty responsibilities in light of increased knowledge of career education concepts and techniques.
3. Faculty will use career education related teaching and learning strategies more frequently.
4. The college will adopt a statement specifying student competencies which are expected to result from the implementation of career education concepts and techniques in William James College.

The overall aim was to produce both micro and macro change: at the level of individual instructional activities and course syllabi, and at the level of the curriculum as a whole--to integrate career and liberal education throughout.

After faculty development, the next largest portion of staff energy went to community collaboration: involving representatives of business, labor, industry, the professions and government in the life and curriculum of the college, particularly through the Community Advisory Committees we set up to review coursework and other learning experiences in our career-oriented programs.

Lastly, because we were the infusion rather than the coordination model for purposes of this contract, we put remaining staff energies into developing a Career Resources Center to supplement the individualized academic advising our students were already receiving through regular advisement channels. Our

primary objective was to affect students through the faculty: hence the first student objective (below). Secondarily, though, we wanted to see if students would in fact use our Career Resources Center as a supplement in their learning process: hence the second student objective (below). The student objectives stated as "learner outcomes" for students were:

1. Students will increase their career decision-making skills as a result of their exposure to selected elements of the career infusion model.
2. Students will use career education related resources more frequently.

C. FACULTY ACTIVITIES AND EVALUATION

Pat Labine, a WJC faculty member, coordinated the faculty development area of contract activities. Essentially, they consisted of (1) seminars, to make faculty aware of career-education literature in post-secondary education, (2) all-day workshops, where we worked as a faculty on issues related to our particular kind of education in William James, (3) released time for individual career-education related faculty development projects, and (4) seminars on "exemplary" courses in the college--that is, individual courses presented to the faculty by faculty who believed them "exemplary" in the way they integrated liberal and career studies.

The workshops were clearly worthwhile. We got off campus a couple of days each term as a faculty for four terms and worked collectively on problems relevant both to the contract and to the college: the first workshop was on the Internship Program, the second on Advising, the third on Teaching and Vocation, and the last on Career Education and Student Outcomes. We were interested in the fact that the workshops were helpful: it's not as if we had not had all-day workshops every couple of terms since the college was formed; but the contract provided staff time to develop better faculty workshops, and it also seems that the contract, representing an external force, legitimated the workshop time. New policy guidelines for the Internship Program came out of the first one, simulation activities related to advising and teaching out of the second and third ones, and a statement about career education from the college (Faculty Objective #4) out of the final one.

Released time for individual faculty development projects was disappointing. The projects did not add up to much, probably because they were in fact individual, and not tied in to the mainstream of contract work in any particularly coherent way. The seminars on "exemplary" courses, on the other hand, presented by individual faculty to their peers, created the most energy and the most excitement of anything we did on the contract. In fact, this idea quickly moved out of its "contract-sponsored" time slot and got institu-

tionalized in our program curriculum committees. The seminars on "exemplary" courses were successful because they focussed our attention as teachers not on the subject matter of those courses, but on what is actually happening to students in them. Teachers, like other professionals, are interested in the details of their craft--and there is also a certain gossipy interest in what happens in a course you have not been able to visit. So, if this activity is not competitive or otherwise threatening, it seems intrinsically interesting to faculty, and productive of shared academic norms.

FERA (Formative Evaluation Research Associates) measured both faculty and student objectives in "Time One-Time Two" interviews. With regard to faculty learning objectives, it is accurate to say that they were not accomplished at the levels originally intended. The interviews indicate that the faculty as a whole became clearer about the college's purpose, but that only some faculty became clearer about career education. As you might expect, these tended to be the faculty who came to WJC from liberal arts backgrounds rather than from professional jobs in the field in which they now teach.

All of the faculty interviewed by FERA said career education activities were easily incorporated into their teaching. Strategies faculty ranked as the most effective contributors to career education in their classes were (in priority order):

1. Discussions with the student regarding his/her future career potential in your general area.
2. Teacher-assigned individual research projects related to the student's career interest.
3. Discussion of how the course related to various careers.
4. Classroom exercises to improve communication skills.
5. Practica (i.e., internship or like experiences) required as part of course credit.
6. Individual assignments requiring contact with a community organization.
7. Field trips to local businesses, service organizations, etc.
8. Student team efforts in classes.

All of the faculty said these activities could be used in their teaching, but the contract seemed to have only a moderate impact on what faculty actually did in the classroom. In the "Time Two interviews," 60% of the faculty said they were using these strategies more often as a result of contract activities, but 40% said that they were not (those 40% may, of course, have been using them before contract activities began).

We believe we were on the right track with our seminars on "exemplary courses", and that is where the college will put its faculty development ener-

gies in the future. Challenging faculty to present to their peers their best course syllabus, and to describe with specificity the career-education components of the course--what worked and what did not--appears intrinsically interesting to faculty, and is productive of shared academic norms.

D. COMMUNITY COLLABORATION

The area where most faculty felt the contract had the greatest positive impact for them personally was the area of community collaboration: the link the contract provided for our faculty with representatives of business, labor, industry, government, and the professions in the Grand Rapids area. Barry Castro of the William James College faculty had responsibility for this area of contract activity. He developed a number of program advisory committees which brought together professionals from the communities near the college, students, and faculty. These program advisory committees were focussed on very specific elements of our curriculum: film and video; design; journalism; management; social work; environmental studies; and city and regional planning. The professional commitments shared by faculty, students, and community people alike mean that there was real work for the community people on these program advisory committees to do. We have had extremely valuable help, for example, in (1) curriculum design; (2) advising students (community professionals come on-campus to do this through our CRC); (3) placing student interns; (4) reviewing student study plans and jurying student portfolios; (5) guest lecturing in WJC classes; (6) recruiting adjunct faculty; (7) teaching in the college on an adjunct basis; (8) providing contacts that may help place graduates; (9) in general, and perhaps most important, increasing faculty understanding of the local community and making the college visible in the local community.

In terms of our community collaboration activities, these small, highly-focussed program committees worked beautifully, and we intend, of course, to keep them going. Through this process, working professionals become an informed connection between the college and the community, and faculty become better informed about the context in which their students will be working. I might note here that faculty who served on these committees were extremely relieved to find that community professionals put just as much stress as faculty do (sometimes more) on the liberal arts, especially on reading, writing, and speaking skills.

The Project Director developed, as part of her responsibility, a large-scale Community Career Education Council which was to serve as a sort of

Steering Committee to the contract staff and to the college. We do not believe that this structure worked very well, primarily because the group was too large and heterogeneous. It had no historical connection to the college, and because it was not program-focussed, it did not perceive that it had "real work" to do.

E. STUDENT ACTIVITIES AND EVALUATION

A Career Resources Center is not central to the infusion model of career education the way faculty development is central, but our contract called for the development of a Career Resources Center to provide academic and career counseling, experiential work-education activities, and internships. The Center was developed by Dick Paschke of the William James faculty in the face of some relatively substantial difficulties: bureaucratic and physical. There was no money in the contract to remodel space in Lake Superior Hall for a Career Resources Center, so we had to develop other funds for this purpose: about $50,000. But the project simply would not fit into Grand Valley's physical plant priorities, so it had to be bid, constructed and furnished through outside contractors, with the result that it opened three full terms behind schedule, and has, in fact, been in operation three full terms only. This was a major frustration because--working as we were with the infusion model--the Career Resources Center was one of the few ways we had to reach students directly, not mediated through faculty and curriculum. I think it is fair to say that one of the major problems we encountered on our contract was the difficulty of communicating to students what the contract was <u>about</u>. Except for the Career Resources Center, nothing in the infusion model is really very <u>visible</u> to students.

Our Career Resources Center is the standard small-scale variety. It contains MOIS (Michigan Occupational Inventory System) and descriptive literature on each occupation listed in MOIS, materials relating to each program emphasis at WJC, "how to do it" pamphlets for WJC students and advisors on writing study plans, preparing resumes and job hunting, catalogs, information on GRE, MAT and Civil Service exams, taped interviews with professionals, and the like. It is not a comprehensive Career Resources Center, and is not meant to be: it is meant to key to the programs offered at William James, and to make the particular kind of bridges into the working world that William James students need.

Our CRC is, of course, open to all Grand Valley students, and to the public at large, and we use it, for example, for workshops with area high

school seniors. It has also provided the impetus for developing a new career planning course in the college. Our CRC activities, though, are really small-scale Model B activities, not Model A activities.

Again, an assessment of how far we have moved towards our student objectives can be obtained from FERA's evaluative report. The highlight of this report from our perspective is the Learning Inventory which FERA developed to measure a range of skills, knowledge and qualities the contract staff and the faculty felt students should have upon graduation from William James College. On the Learning Inventory, the skills were divided into three content areas: academic, work and personal.

On the Time I interview, students rated each item on two indices: (1) the importance of gaining the skill, knowledge or quality, as a result of their college education; and (2) their satisfaction with their achievement in it. From this data, FERA derived "discrepancy scores": items students felt important in their education at William James, but which they felt they were not acquiring as much as they wished. The Time I Interviews showed substantial discrepancy scores in a number of items related to our career education objectives for our students. In the academic area, students were dissatisfied with: (1) written communication skills; (2) public speaking skills; (3) awareness of their academic weaknesses. In the work area, students were dissatisfied with: (1) knowledge about careers most suited for me; (2) ability to prepare a resume which reflects my background, interests and desirability for a job; (3) skill in persuading a potential employer that I am a vital candidate; (4) knowledge of campus resources available to me in making career-related decisions; (5) specific vocational skills related to my career; (6) awareness of my professional weaknesses. In the personal area, students were not dissatisfied with any items on the learning inventory.

The Time II interviews, to the contract staff's astonishment, showed increased student satisfaction--at a statistically significant level--for all but one of these items (and these were the items, as the discrepancy scores indicate, where students felt improvement was most needed.)

Bear in mind that the Time I and Time II student interviews were conducted over a very short time span, between May 1978 and March 1979. Something has been happening at William James College for our students over that time span, and that "something" has changed the response students make on certain work-related items on FERA's learning inventory. But it is very

difficult for the contract staff, or for FERA, the evaluation staff, to say exactly what that "something" has been.

Our feeling is a global one: that contract activities have made faculty, as teachers and advisors, much more aware of how and to what extent it is possible for them to foster career development. Additionally, we are clearer as an institution about the mission and purpose of the college because of activities sponsored by the contract. We assume that increased clarity about our mission and increased awareness of career-education strategies on the part of our faculty transmitted itself to our students, and that they feel more satisfied about the work-related items on FERA's learning inventory as a result. We are delighted, and somewhat abashed: we would not have expected positive results to be measurable on such a short time frame.

F FACULTY OBJECTIVE #4

Having provided you with some information about the nature and history of the college, and with some description of what actually happened during the 18 months of contract activities, we turn now to Faculty Objective #4, which calls for the college to adopt a statement specifying student competencies expected to result from the implementation of career-education concepts and techniques in William James College.

We have, in fact, drawn up such a list, and it has been discussed and adopted (in May 1979) by the William James College Council, the governance body at William James. It is reproduced here because we believe that our list, like Kenneth Hoyt's (in his Primer for Career Education) has at least one feature well worth noting.

WJC's list of student outcomes expected to result from the implementation of career education concepts and techniques is as follows. The items are priority ordered.

1. Reading, writing, speaking, listening, seeing and analyzing skills.
2. Taking onesself seriously as a thinker (economic, social, political, philosophical, aesthetic, analytic).
3. Taking onesself seriously as a participant (community service, family life, social change).
4. Sufficient "context" (experience in seeking out resources) to make personal/career decisions intelligently.
5. Initiative and assertiveness.
6. Understanding organizational structures.

7. Specific career-related concepts and skills.

8. Technical expertise in job-seeking (portfolio preparation, resume-writing, interviewing, self-presentation).

The point of similiarity with the Office of Career Education list is that all of the items, with the exception of #7, are process, not content, oriented. Insofar as the acquisition of knowledge is a desired outcome, it is knowledge <u>about</u> knowledge, how to acquire resources, how to learn. We point this out because it is very important for the word to spread that <u>process</u>, not job-related content, is the key to career education: this concept is not well understood at the post-secondary level.

What we have always wanted, in William James College, is for our students to take themselves seriously--as thinkers and participants--and to move assertively in the world. That is the core. We think these are not just career-related skills, but are rather the bedrock of the particular kind of integration of career and liberal studies we are attempting to make.

Our key concepts are <u>empowerment</u> and <u>membership</u>. If students regard the cultural heritage, or their historical experience, or analytic tradition, or even their written language as something alien, and are nonetheless instructed in them, their schooling will be a sterile experience, for students and teachers alike. Unless our students respect their own intellects and feel entitled to take possession of their own work, in the college and outside it, our college goals are merely rhetoric.

We recognize these to be ambitious aspirations for a non-residential college with a dominantly working class student body and a 20-1 student faculty ratio. If our student body were more elite, we would not need to focus so sharply on these particular aspirations: our students would <u>already</u> own their own culture, their history, their analytic tradition, their language. Or if we were more completely career-oriented in a narrow sense, we would not need to focus here: we would not <u>care</u> if our students owned their culture. But we are who and where we are, and so we focus as we do: people who are denied a sense of power, or membership, or entitlement, whether because of race, or sex, or age, or socio-economic class, or simple geographical provinciality, can learn that they are not dealing with a problem that is merely personal: that they do not need to build their identities around the limits of their social roles.

Many institutions say things like what has just been said; many National

Conference participants represent institutions which do. You know, as we do, that this is difficult and even dangerous stuff: difficult because schools, like other social institutions, find it much easier to reenforce the attitudes and traits of those who come to them than to transform those attitudes and traits; dangerous because we risk being right but, alas, ineffectual.

G. CONCLUDING COMMENTS

This chapter was intended to give you a flavor of our hopes as an institution as well as what William James College did on its contract with the Office of Career Education, "Demonstrating Career Education in the Liberal Arts Colleges, Model A." It closes with a few comments on the difficulties of integrating career and liberal education in our particular institutional setting.

The difficulties arise because hard economic times for students and declining enrollments for institutions make it harder and harder to hold career and liberal studies in balanced tension. The push, from all sides--from students, from the institutions, from the professions--is towards more narrowly-defined career preparation. The irony is that nobody means to do this.

The institution affirms the importance of the liberal arts: our culture, our history, our analytic tradition, our language. Community advisory committees affirm the primary importance for employment purposes of reading--writing--speaking--analyzing skills. The Office of Career Education affirms that the goal of "education as preparation for work" cannot be met by those institutions which provide their graduates merely with occupational skills. But financial pressures drive inexorably towards the specialized--in what students think they want, and in what the curriculum therefore must provide. Some of our students come to us with attitudes and traits already narrowed by the culture they live in, and we cannot reverse that process. Scared about the future, they want to be turned into something they think they understand: disk jockeys or art therapists or photographers or computer programmers--and that's all they want. They find the integration of career with liberal studies mystifying. We don't get through to them. This is a problem for us.

The proliferation of professional programs at the undergraduate level is another problem we have to deal with at this moment, more difficult because not under our control. Typically these professional programs--which

may include, for example, nursing and business and public administration and social work and music and city planning and art--consist of two years of specialized upper-division course work built on top of--but not integrated into--two years of lower-division general education requirements. It is the exact opposite of the model we are attempting. Further, the degrees, which are specialized, are accredited by associations accountable to the professions involved, which means that curriculum is controlled by the professions, not by the faculty of the college at large. The growth of specialized undergraduate professional degrees, and their attractiveness to students at this moment in time, is pushing educational institutions towards more and more curricular homogeneity--inexorably, and fast. In this sense, the career education offered by a place like William James is being undercut from the right: the undergraduate professional programs are "more career-oriented than thou."

Our problem then becomes--as we face this competition--not to lose the liberal arts. In this sense we are exactly like traditional liberal arts colleges, as all of us are forced by declining or potentially declining enrollments and rising costs to respond to what students seem to want, and as students--scared in their turn by the future--seem to want technical and professional training in undergraduate school. There is nothing wrong with professional training: that is not my point. But there is a great deal wrong with losing, for undergraduate students, the broader connection between liberal learning and work emphasized by <u>real</u> post-secondary career education.

III.

INVOLVING THE TEACHING FACULTY

A. ACTIVITIES DURING THE CONTRACT PERIOD

The faculty development program consisted primarily of seminars and workshops intended for the entire faculty, a group of about 30. The original contract had called for faculty working in pairs and individually to devise career infusions into existing courses; however this approach was rejected after a trial period for reasons which will be discussed below.

Faculty attendance at the seminars and workshops was quite good. The faculty, a small cohesive group accustomed to working together, generally appreciated the faculty development activities as a chance to talk about fundamental issues. The workshops in particular, since they were scheduled off-campus in pleasant settings, were welcomed as retreats, occasions to do serious, professional work and to get to know each other better professionally and socially.

The workshops and seminars dealt with more than just career infusion into course work. They covered advising, internship supervision and curriculum planning since faculty duties at WJC include these functions, as well as classroom teaching.

A detailed description of faculty development activities appears below. An evaluation of the outcomes of the faculty development program follows the list of activities.

November, 1977 - Formation and meeting of an advisory group of WJC faculty with the Coordinator of Faculty Development to help plan faculty development activities.

January, 1978 - Plan for faculty pairing announced to faculty. Volunteers requested to work on career education infusion into their courses, in exchange for released time spring or fall quarter, 1978.

Jan. 18 Faculty Seminar - "Issues; Career Education, the Liberal Arts, and Contemporary Society"
A presentation by Pat Labine, Faculty Coordinator, of views of career education by both its supporters and its critics. Two HEW monographs on career education were distributed to the faculty before the seminar: "The Liberal Arts and Career Education," by Paul A. Olson; and "A Primer for Career Education,"

by Kenneth B. Hoyt. Additional material for the presentation was drawn from Work, Learning and the American Future, by James O'Toole (1977, Jossey-Bass) and "Rally 'Round the Workplace: Continuities and Fallacies in Career Education," by W. Norton Grubb and Marvin Lazerson (1975, Harvard Educational Review, Vol. 45 No. 4)

February, 1978 -

Feb. 1 — Faculty Seminar - "Teaching and Learning at William James College: Is It Career Education? Part I" Presentations by four faculty members (Mary Lu Lewis, Kenneth Zapp, Patrick Rusz and Robert Mayberry) in response to the material of the preceding seminar. Some issues discussed: Does the teaching-learning structure at William James College provide good liberal education? Career education? What do we at WJC mean by career education? What do others mean? What are the implications for an educational institution to be committed both to social change and career education? Do project classes provide the best simulation of the work experience? Is career education concerned merely with subject matter and information? Isn't good teaching (and career education) concerned with a change within students in how they view themselves and what they know?

Feb. 15 — Faculty Seminar - "Teaching and Learning at William James College: Is It Career Education? Part II" Further responses by faculty members (Robert Mayberry, Wil Walkoe, Fred Taylor). Some issues discussed: How can the faculty, as a collective body, have access to the content and process of the various courses? By what criteria do we assess and categorize courses? Can we describe our teaching and curriculum goals in terms of student outcomes?

March, 1978

March 1 — Faculty Seminar - "A Person's-Eye View of Career Development Education and Enactment." A presentation by David V. Tiedeman, Acting University Coordinator for Vocation and Technical Education, Northern Illinois University. Tiedeman examined, in some detail, the WJC Role and Mission Statement and the general WJC curriculum. He concluded that if our rhetoric could be fully actualized we would indeed be providing career development education. He then presented a diagnostic tool to facilitate student teacher dialogues concerned with career development consciousness in actions and choices.

Mar. 15, 16 — All Day Faculty Workshops on Internships and the Internship Program.
Purpose of Workshops: 1) to take stock of WJC's

present Internship Program; 2) to articulate specific goals for the internship experience and how they integrate with larger institutional goals (i.e. what should students be getting from an internship, and how is that experiential education integrated into their other studies?); 3) to develop guidelines for the responsibilities of those involved in internships - the student, the faculty, the program coordinator, the work supervisor, and the college administration; and 4) to develop guidelines to help in determining adequate academic components of internships, adequate supervision, and appropriate evaluation.

3/15 A.M. "The WJC Internship Experience: Strengths and Weaknesses" Presentations by students, work supervisors, and faculty. The purpose of the session was 1) to obtain expressions of student needs, what they have found valuable and why, what they would like to see changed or expanded; 2) to obtain the perspective of work supervisors, their perception of the college and its internship program, what they feel is adequate student preparation for an internship, what improvement might be made, what they see as their responsibilities in supervision and evaluation, 3) a sharing experience among faculty of what has worked well, how they develop contacts and placements, how they supervise and evaluate, suggestions for administrative structures which would be helpful.

3/15 P.M. "Internship Programs at Other Institutions" The purpose of the session was an exposure to the diversity of approaches to the following problems: 1) the goals of internship programs and their connections with the broader educational goals of the institution. The distinctions between internships, field placements, work experience, and 'cooperative education'. 2) How internship placements are developed and administered. How students are placed in internship positions. 3) How the internship is integrated with the rest of the student's work. How students are prepared for, and 'debriefed' from, internships. 4) How the internship is supervised and evaluated. Examples of appropriate academic components. 5) The kinds of internships that have been the most successful. Participants were:

Mel Henderson, Internship Coordinator
Metropolitan State University
St, Paul, Minnesota

Charles Carlin, Associate Dean
Carleton College
Northfield, Minnesota

John A. Weigel, Division of Cooperative Education
LaGuardia Community College
Long Island City, New York

3/16 A.M.

Small group work based on WJC program concentrations. Summary materials on past internships were provided, e.g. breakdown of numbers by program and faculty, records from a selection of previous internships, etc. The task of the groups was to prepare a draft statement covering some of all of the following points: 1) the purpose of the internship within the student's larger plan of study. 2) guidelines for the responsibilities of student, faculty, work supervisor, college administration. 3) how internship supervision and development might be appropriately incorporated into faculty workload. 4) what is an appropriate academic component of an internship? Adequate supervision? Guidelines for evaluation and the determination of credit hours.

3/16 P.M.

The faculty met as a whole to discuss issues and recommend new policy for the WJC Internship Program.

3/16
Evening Session

"The State of the Liberal Arts", a speech by Dr. Martin Kaplin, Executive Assistant to the Commissioner, U.S. Office of Education, (author, Education for Survival).

April, 1978

Apr. 5

Faculty Seminar "Education and Vocation"
A presentation by Stephen Rowe, WJC faculty, outlining a course, "Education and Vocation", to be offered in multiple sections in Fall, 1978.
The overall intent of the course is to bring the student to a sense of ownership of his/her own education and vocation. The course material as developed by Rowe breaks into three parts. There is an initial section on the reading and writing of social autobiographies to facilitate dialogue about the living of lives. In the next section, students consider the meaning of the contemporary situation in which they live and work, and some of the historical antecedents of the present, using William James, the man, as a focus.
A third section examines the purpose of education in the students' lives, the function of liberal and vocational education, and the role and mission of William James College. The underlying theme is that of education as shared vocation.

Apr. 19

Faculty Seminar "Review of the Curriculum"
A discussion with the entire faculty led by Wil Walkoe, coordinator of the Synoptic Program. The purpose was to agree to a process whereby the content of courses,

their educational intent and their relationship to each other could be made more accessible for review. (This comprehensive review of the curriculum at WJC is difficult because course offerings are not tied to stabilized departmental sequences.) Such a process is necessary prior to any assessment of the extent of the infusion of career concepts into the curriculum. It was agreed that course syllabi be compiled and course linkages clarified, and that meetings of the Program Curriculum Committees and of the faculty as a whole work through the content, education intent and extent to which individual courses are congruent with broader curriculum goals.

May, 1978

May 3 — Faculty Seminar "The Teaching of Writing, Part I"

May 17 — Faculty Seminar "The Teaching of Writing: A Master Class with Peter Elbow"

May 31 — Faculty Seminar "The Teaching of Writing, Part II"

Because the college has had an ongoing concern with the teaching of writing within the context of all courses, and because many of the community advisory committees have emphasized the importance of good writing, it was decided to devote three of the spring seminars to that subject. A Writing Task Force, which had been working for more than a year, organized two workshops for the entire faculty. Peter Elbow (member of the faculty, Evergreen State College) also taught a master class with the faculty. In addition, since Elbow had served as a consultant to the college when it was being accredited, he was asked to assess it again in light of its new emphasis on career education. Elbow spent two days with the college and updated his original report on the college.

September, 1978

Sept. 12, 14, 18 — All-Day Faculty Workshops on Advising and the Career Resources Center

9/12 A.M. — "Advising: The WJC System: Successes Problems, New Directions" Presentations by Assistant Dean Ron Maxwell and Advising Coordinators Pat Rusz and Richard Joanisse.

9/12 P.M. — "Advising Students on Preparation of Study Plans". Small group work on constructing sample study plans.

9/14 A.M. — 1) "Prospect House: Its Connection to Community and Career Education" Ron Poitras, WJC faculty member and community people. 2) "Issues Raised by the Elbow Report" (6/78) Statements by faculty members Richard Joanisse, Barbara Roos, Ron Poitras. Moderated by Barry Castro.

September, 1978

9/14 P.M. "Advising Students on the Writing of Milestones" (statements written by students to accompany study plans) by Robert Mayberry, followed by small group work on sample Milestones.

9/18 A.M. "The New Career Resources Center: How Will It Help Advising?" An introduction to its services and resources by Career Resources Center Director, Dick Paschke.

9/18 P.M. "WJC, Where We've Been, Where We're Going" Reactions by WJC faculty members, Stephen Rowe, Inge LaFleur and Kathleen O'Shaunessy.

9/18 Evening "William James College and the Larger Perspective" by Alison Bernstein, Program Officer, Fund For The Improvement of Post Secondary Education, HEW.

October
November, 1978 Faculty Seminars Discussions of specific courses. A number of small, informal groups of faculty, community advisory people and contract staff met to discuss course content, modes of teaching and course objectives. The purpose of the discussions was fourfold: 1) to clarify what teachers are attempting to teach in their courses; 2) to discover ways to teach better; 3) to explore the connection between education and vocation; and 4) to discover ways to enhance that connection. The presenting faculty, and the courses discussed were as follows:

Social Work Intervention II, Dick Gottlieb

Cultural Anthropology and Cultures, Bob Burns

Biology and Human Behavior, Dick Paschke

Art in the Development of Children, Daleene Menning

Education and Vocation, Stephen Rowe

Thinking Sociologically, Richard Joanisse

Thinking Politically, Barry Castro

Systems Thinking, Wil Walkoe

Small Business Management, Ondra Robinson

December, 1978

Dec. 6

All-Day Faculty Workshop

A.M. - Exploration of the Statement, "We want our students to assume responsibility for their own education and vocation."

1) "Development of the Concept in the History of Education and at William James College" by Robert Mayberry, WJC faculty member.

2) "The Concept in Practice: How do we Teach it in the Classroom? How do our Students Perceive the Message?" by Daleene Menning, Stephen Rowe and Richard Jeanisse, WJC faculty members

P.M. - Teaching Workshops. Faculty in small groups and later as a group of the whole worked on two tasks:

1) Consider one course that you teach.

a) Formulate one goal you have for that course.

b) Describe what you do, or might do in the future, as a teacher to actualize that goal.

c) Describe what you do, or might do in the future to determine if your goal has been realized (e.g. What would be the relevant conversation in the tutorial? What would you look for in a paper or project, etc.)

2) Students' evaluation of their own learning experiences is a valuable educational tool that we have not used to its fullest potential. Consider one course that you teach and devise one question to ask students to respond to that would encourage their reflection and also be helpful to you in evaluating the effectiveness of the course.

March, 1979

March 14

All-Day Faculty Workshop

A.M. - Planning and preparation for Faculty Development Demonstration for the National Conference.

Of all the faculty development activities over the contract period, it seemed that the most useful, important and exciting work was done when the faculty worked together on the content of the courses they teach. Therefore it was proposed that the best demonstration of faculty development be a demonstration of faculty presenting and reflecting on specific courses. More specifically, the proposal put to the faculty was to select 4 or 5 "exemplary" courses to present to the National Conference.

Small group task: Select one or two courses within

March 14

each program, or an area of program overlap, which either best typify, or have the most potential for typifying, the teaching of liberal arts within a career context. Work out what would be a good 15-20 minute presentation of the course. (It was presumed that the faculty associated with the course would be the presenter.)

P.M. Preparation of a draft statement on "Expected Student Outcomes Appropriate to WJC's Approach to Career Education" (OE Contract Faculty Objective #4)

Dean Tinsley presented a draft statement to the faculty. The faculty then broke into small groups to make additions and revisions to the statement and to elaborate concrete examples of the concept developed. They responded to questions.

a) What are your major areas of agreement with the statement? Where do you disagree? What are some examples or situations (or counter-examples) that make certain points of the statement explicit?

b) Have you encountered students whom the statement seems to typify? Describe them. Were they exceptions? How often do you encounter students like that? Any horrible counter-examples?

c) Identify those things you do in your courses that are congruent with the goals developed in the statement.

B. OUTCOMES

Many of the "outcomes" of faculty development activities are not "products" that can be separately identified and evaluated. Certainly the workshops and seminars have had general impact on the structure and the functioning of the college. For example, as a result of the workshops the college now has clearer internship guidelines and the faculty feel more comfortable advising students in the preparation of study plans and milestones. Faculty have improved their teaching of basic skills, such as writing, and are more conscious of teaching goals. Most faculty reported (see FERA evaluation, Chapter VI) a greater understanding of what career education means at William James.

Occasionally the workshops and seminars were stimulating, even exhilarating, experiences. One example was a presentation by Robert Mayberry, WJC faculty member, on the historical development of the WJC principle, "Students have responsibility for their own education." Tracing the concept from Plato, through James and Dewey to its applications and consequences at WJC, Mayberry was able to demonstrate the cohesion and integrity of the college's mission, its educational philosophy, and what we as teachers try to do in the classroom. The occasion marked a high in faculty morale and solidarity.

The Fall, 1978 series of seminars on specific courses also elicited enthusiastic faculty response. The seminars had a simple format; individual faculty presented what they do in a particular course, what their goals are, and addressed general issues like the career relevance of the learning experiences. General reaction was that the seminars provided some of the best and most exciting faculty discussion to occur at WJC. Although very hard questions were asked, the atmosphere was reenforcing rather than threatening for the presenter. In other faculty groups this might not be the case. Faculty involvement in course presentations became so enthusiastic that discussion groups formed independently of scheduled faculty development activities. Course presentations have now been institutionalized in the Program Curriculum Committees of the college.

It was clear that the discussions about teaching and about specific courses represented a natural culmination of contract work on

faculty development, so it was decided that a presentation of such discussions would be a good demonstration of the faculty development process for the National Conference. At the final all-day faculty workshop in March 1979, the faculty selected three "exemplary" courses which best represent our infusion of career and liberal studies. The courses selected were 1) Art and the Development of Children, 2) Biology and Human Behavior, and 3) Media Makers and Social Change. Summaries of the presentation on these courses appear at the end of this chapter.

Most of the faculty development events were either video or audio taped. This had some good effect and some bad. Video taping lent an atmosphere of importance to events, but sometimes was intrusive. It was very difficult to edit the video tapes down into a useful coherent product. Audio taping was extremely useful for the Faculty Development Coordinator to reconstruct discussions and to extract issues that could be further developed in subsequent discussions.

Some faculty development activities were not successful. The contract originally called for the faculty to work together in pairs to infuse career concepts into their courses. Although released time was offered in exchange for pair work, the faculty just were not interested in participating. We believe this was because career education concepts have been largely unspecified entities for post secondary education. As a result, the task set for the faculty pairs was perceived, quite rightfully, as either confusing or as a substantial conceptual effort. The small number of faculty who did volunteer used their time to pursue course improvements they had already begun, or had already thought about. Some of these were only indirectly related to career infusion.

C. RECOMMENDATIONS.

Faculty seminars and workshops in a discussion and small group mode worked well at William James College because our faculty are generally a compatible group, used to working together, and in basic agreement on most important issues. Many of the components of career education were not new to them. They were already advising students about careers and developing internship placements. They were ready to work together to develop better ways of doing these things. Most impor-

tantly, the organizational structure of the college, and hence the faculty, has always been interdisciplinary, rather than discipline-centered.

For a successful infusion model, the mission, ethos, organizational structure and reward structure of the college must all support the attempt to infuse career education concepts into the liberal arts curriculum. In the case of William James College, all the requisite elements, including an interdisciplinary organizational structure, were in place.

The recommendations and comments we make on the basis of our experience are as follows:

1. A faculty whose primary identification is with a discipline, and for whom the discipline provides the professional rewards, is less likely to be interested in career education. A nondepartmentalized teaching faculty may be pre-requisite for a true infusion of career and liberal education. If one is working with traditionally discipline-based faculty, the connection of the institution's reward structure to the professional reward structure of the discipline will have to be broken.

2. Faculty development time needs to be spent on the relation of career education concepts to post-secondary education, and the concrete specification of those concepts within the institution infusing career concepts into its liberal arts program.

3. A format in which faculty present selected courses to their faculty peers in order to discuss course goals, teaching techniques, and the relationship of course concepts to career education concepts, is highly successful.

4. Undirected small-group work (e.g. unsupervised faculty pairs) is not useful, probably because there is not sufficient knowledge base about career education at the post-secondary level at present.

5. The reward structure of the college attempting to infuse career education into the liberal arts curriculum must have the capacity to reward (with retention, promotion and tenure) those faculty who choose to put their energy into this effort, and who are good at it.

COURSES PRESENTED AT NATIONAL CONFERENCE AS A DEMONSTRATION OF THE FACULTY DEVELOPMENT PROCESS

I. "Media Makers and Social Change

A. Description in course schedule

Synoptic Lecture Common Course: Media Makers and Social Change - Film can be motivated by a "spirit of discovery and truth," "passion of statement," "feeling for people," "love of the medium." It need not be given over to profitable dramatization of someone else's message. Having such aims has required of documentory filmmaker Leo Hurwitz a lifelong "struggle for independence from the industry," a struggle for change in the existing film industry and society. One may see both in the social critical contour of Hurwitz's films and in the ways he has made them how he has worked toward a more humane world. In this course participants will study the work of Leo Hurwitz in the context of his life and times, up to the present, in order to inquire into its relevance for our own work, lives, and times. This inquiry should make the course of interest to students in all programs, and especially to students who wish to better prepare for and better understand the visit of Leo Hurwitz to William James College.

Synoptic Lecture: Leo Hurwitz - WJC welcomes Leo Hurwitz, a pioneering documentary filmmaker, as this year's Synoptic Lecturer. In the 1930s Leo Hurwitz and Paul Strand created Frontier Films, a small independent film production company. Frontier Films endeavored to popularize social issues, such as unionization, rural poverty and race discrimination using film as a means of effecting social change. Leo Hurwitz remains to this day an independent producer of film and television, documentaries including - Native Land, Strange Victory, Museum and the Fury, Men at the Water's Edge, In Search of Hart Crane and Essay on Death. All students are encouraged to attend a series of public forums on Thursday and Friday, January 25 and 26. Regular WJC classes will be cancelled during these forums. Students registering for credit will be required to present written responses to a list of issues related to the Synoptic Lecture events. Instructors: Barbara Roos, Walter Wright, Rod Bailey, Kathleen O'Shaunessy

B. What went on in the course

The course exemplified two recurring themes of the WJC synoptic curriculum: The Visionary Thinker Series, and the Synoptic Common Course. Synoptic Common Courses, efforts involving large numbers of WJC faculty and students, encourage cross-disciplinary, multileveled approaches to a common theme or problem. This particular course was taught by several media faculty, a psychologist and an environmental activist. The Visionary Thinker Series attempts, among other things, to examine a body of work within the context of one person's life and times. In this instance, the "thinker

and "life" were directly accessible. Leo Hurwitz selected the readings and films for the course, and was available on campus (totally available as it turned out) as a resource for the students for a week during the term. There was a textbook, Barnouw's Documentary Film, showings of other documentary films, and lectures by other WJC faculty, such as one on the 20's and 30's in America. The students were asked to present their own documentary project at the end of the term. As an alternative, students could elect to write a term paper.

C. Reflections, comments and evaluation of the course

The subject matter of the course provided ample opportunity to explore areas of traditional liberal learning: American history, visual arts, socio-economic and political analysis. Career learning occurred both at the technical level of the media professions, and at more subtle personal levels. Students interested in documentary filmmaking explored detailed questions at great length with Hurwitz. But Hurwitz was also extraordinarily open to other students as well. His conversations with them and the examples he set conveyed much about work, learning and the living of a life. One student wrote in his paper "I was amazed at the consistency of Leo's approach to everything. He brings the same meticulous attention to detail and an overriding sense of love into whatever he does, whether it's eating Mexican food or making films. He seems to incorporate an almost cosmic awareness into a very narrow but balanced focus towards his life and his work. Leo is nothing short of dynamic, but in a very precise, controlled and down-to-earth way. He never seems to be in a hurry. He's learning constantly, and as far as I could tell, nothing escapes him...Whenever he's asked a question, he hesitates. He thinks about it before he answers and when he does answer, he leaves nothing out."

II. "Art in the Development of Children"

A. Description in course schedule

ART IN THE DEVELOPMENT OF CHILDREN - This course will be directed toward understanding the creative forces in the natural development of children. Students will learn how children's images change in important ways as they grow. We will look at the various stages of development of children from age 2 to 13 and discuss their emotional, intellectual, physical, perceptual, social, aesthetic, and creative growth as it manifests itself in their art work. We will examine the Scribbling stage, the Pre-schematic stage, the Schematic stage, the Gang age, and the Pseudorealistic stage of learning. Students will attend studio and discussion classes and do 12 hours of practicum work in art with children in a school setting. (Previous studio art courses are helpful, but not mandatory. This course is one of the essential courses for students seriously considering Art Therapy. It also counts for the Fine Arts Distribution credit for Elementary Teaching Certification and for the Fine Arts block in the Special Education tracks. Anyone considering working with children in any capacity will find this course useful.) Prerequisite: WJC 1045 Growth and Development or equivalent. Students must take 1452 concurrently. Permission of Instructor.

PRACTICUM: ART IN THE DEVELOPMENT OF CHILDREN - This is the practicum that goes with 1412. Students will work 12 hours a week in an assigned school situation doing art projects with children as well as helping with other classroom activities. Students must furnish their own transportation. Students will receive their school assignments in class. Please see D. Menning about teaching assignment at the same time you get permission for both courses so that you schedule around your teaching time. Permission required. Prerequisite: WJC 1045 Growth and Development or equivalent. Students must take 1412 concurrently. Instructor: Daleene Menning

B. What went on in the course

The content of the course is built around the theory, developed by Victor Loenfeld, that childrens' art work is reflective of, and therefore diagnostic of, developmental stages. Students in the course become familiar with the theory and learn the skills needed to use it in teaching situations. Working in local classrooms with teachers sympathetic to the course's purposes (placements have been carefully developed over the past few years by the instructor), students devise and present units for class art work. They are required to keep a daily journal of their experiences and to compile case studies of three children and their art work. Much course time is spent sharing problems and success. Occasionally, a psychologist on the

faculty will consult with the class when a particularly complex or interesting situation arises.

C. Reflections, comments and evaluation of the course

Students usually become excited and involved in this course. They learn a relatively straightforward skill, apply it, and then are overwhelmed by results rich in detail, implications and importance. They are continually challenged by problems presented by the elementary school classroom, and they do extraordinary amounts of work. The instructor remarks that she often notices, even over a single term, significant increases in student maturity and self-confidence.

III. "Human Biology and Behavior"

A. Description in course schedule

HUMAN BIOLOGY AND BEHAVIOR - Functioning of the major organ systems of the body will be considered. Psychological, sociological, and sociocultural aspects of human behavior will be related to biological variables in such areas as reproduction, digestion, states of consciousness, and death. Instructor: Richard Paschke

B. What went on in the course

The students in this course are not usually biology students. Some students are interested in going on in some area of the physical sciences but most are interested primarily in counseling, social work, and art therapy, or are using the course for a synoptic aspect of their study plan.

The traditional lecture, memorization, examination approach to teaching anatomy and physiology is minimized in this course. Students complete in-class exercises and homework assignments in which they actively learn the basic course material: muscles are palpated and named on living classmates; standard medical evaluation forms and instruments are used to gather information. Practical applications of this information to activities of daily living are emphasized. For example students collect

and compile comparative anthropometric data on themselves and discuss its application to the design of clothing, houses, offices etc.

Students are responsible for completing all assignments satisfactorily (approximately one major assignment for each class period), and for responding satisfactorily to general integrative questions during a final tutorial session with the instructor.

C. Reflections, comments and evaluation of the course

Students are generally very excited by this course and leave it asking many new questions. They learn a great deal of basic anatomy and physiology and begin to appreciate the complex biological foundations of every day behavior. Usually the most successful students have had a good science background and have good self discipline. Material in the course is linked to philosophy, literature and the arts whenever possible. For example one assignment has been to identify the insights of playwrights and novelists into the biology of behavior which assist them in creating convincing 3-dimensional characters. Field trips to a hospital and rehabilitation center and to the School of Health Sciences cadaver room highlight career areas in which the material covered in the course plays a central role.

IV.

IMPLEMENTING COMMUNITY ADVISORY COMMITTEES

A. ACTIVITIES DURING THE CONTRACT PERIOD

The Office of Education Contract with William James College specified four areas of activity in involving community resource persons in career education and exploration.

1. Set up a Community Career Education Council having broad representation from all major segments of the working community.
2. Establish six working subcommittees related to the major career emphases of the WJC program.
3. Establish linkages between the campus and the work community for purposes of helping students with career exploration.
4. Organize a cadre of professionals and non-professionals to serve in a variety of roles in the Career Education Project of WJC.

William James has had Community Advisory Committees in the following programatic areas for most of the life of the OCE Contract:

(1) Design
(2) Environmental Studies
(3) Journalism
(4) Management
(5) Media
(6) Social Work and Counseling
(7) Urban Planning

Only one of these committees, Urban Planning, was in existence prior to the contract. The others have been successful enough for there now to be general agreement within the college as to the desirability of continuing support. The emergent commitment to work with a comprehensive network of community advisory groups has been the most significant way in which the college's relationship to the community has changed during the contract period.

These comments will begin with a discussion of the implications of that change. They will proceed to an analysis of what we have learned about the means of effecting such changes: What works? What doesn't work? Why? They will conclude with an overview of the problems which remain before us.

B. THE IMPACT OF COMMUNITY INVOLVEMENT: OUTCOMES

WJC's increased commitment to the local community is manifest in four ways: in the career preparation of students, in the internal cohesion of the college, in increased faculty morale and productivity, and in the ability of the community to take advantage of the various services the college has to offer.

The career preparation of students has been a major goal of William James from its inception. The college's trans-disciplinary orientation, its higher than usual percentage of faculty whose professional experience was outside academia, and the emphasis it placed on supervised field experience all spoke to this goal. The blend of theoretical and classroom work we offered our students was also intended to do that.

Community Advisory Committees were initially expected to provide curriculum review, with particular attention to our blend of theoretical and classroom work. It became clear immediately that no Community Advisory Committee knew enough about the substance of our courses to be able to do that. Course descriptions were inevitably too perfunctory and reading lists could not help unless advisory committee members knew the particular readings in question. Even if we had shared a common bibliography, the most important questions about course substance and process would have remained unanswered.

Community advisory groups therefore began inviting faculty to present their courses to them. This was initially viewed as a means of enhancing the ability of the advisory groups to make curricular recommendations. Most of the faculty presented at least one of their courses to one of three forums: Community Advisory Committees, faculty-student Program Curricular Committees, or Faculty Development Workshops,

In these presentations, faculty members, as well as Community Advisory Committees, learned more about what their colleagues were teaching than they had known earlier. Course presentations became a part of the general faculty development activities undertaken under the contract, as described in Chapter III. Course goals and processes became more explicit than they had been, and faculty were able to see where courses could be redesigned or approaches varied to make the curriculum fit together better as a whole. Both Community Advisory Committees and predominantly faculty committees were involved in this process.

Career relevance was not the only question raised in these course presentations. However, because of the explicitly career-related priorities of both the Community Advisory Committees and the Faculty Development Workshops, it was one of the central questions raised.

Students were directly served by members of Community Advisory Committees who acted on occasion as personal career counselors, as portfolio consultants (particularly in the design emphasis), and as internship field

supervisors who could be assumed to understand the college better than had been the case earlier. Additionally, students were pleased by the general sense that the curriculum was being reviewed by non-academic professionals who could be assumed to be especially sensitive to job relevance. Role transitions (student to working professional) were probably facilitated as students got to know the members of our advisory committees. In general, student contacts with these professionals, faculty contacts with them, and an increasingly high-profile community image for the college all help graduates find their first professional jobs, and that is probably the single highest student priority for the college.

One of the issues in a college like William James which attempts to integrate career preparation with liberal education is the mix of faculty, some coming from traditional academic backgrounds, some coming to academe from professional "outside" careers. As the traditionally "academic" faculty increased their contact with working professionals, the tendency towards specialized faculty roles within the college ("theoretician" vs. "practitioner") diminished. All faculty were called on to explain and interpret the contract to their Community Advisory Committees. All faculty became increasingly able to help their students with internship placement, career counseling and job placement. Faculty in general came to know the community better, and this was invigorating and empowering both in the community and in the college.

The Community Advisory Committees also contributed to the internal cohesion of the college because the community professionals on them seemed to think well of our collective efforts and to give the college affirming advice. They cared about what we did, and were impressed because we also cared about what we did, and what they thought of it. We needed their advice on substantive curricular topics but we had to fit that advice into a framework of what we were after as educators. Community response to that process was excellent. Specialized community professionals repeatedly emphasized the value of generalized skills. Reading, writing, critical thinking, handling ambiguity, and being persistent came up again and again. We were repeatedly reminded that specialized skills were better learned on the job. What was wanted were people with some understanding of what the work was about, a willingness to learn, and a commitment to take themselves seriously.

Certainly one central goal of our Community Advisory Committees is to help us to better serve the community. The community needs to know who we are and what we can do. In both Urban Planning and Environmental Studies that knowledge has led to contracts between student work groups and local communities for specific research projects. Job training, community contacts and community service have beautifully reenforced each other in such contexts. Internships have been initiated and refined in each of our Community Advisory Committees through this same direct contact between faculty and local professionals. In many of the committees potential college services to employees of local firms who are interested in particular sorts of classroom work have been discussed. If we are in touch with the community we will find ways to help each other, and a network of Community Advisory Committees is a way of keeping in touch.

C. THE MEANS OF SECURING COMMUNITY INVOLVEMENT: RECOMMENDATIONS

Our experience has been that big committees which attempt to mirror the concerns of the whole college or even of an entire program work less well than more narrowly defined groups whose members have real reason to know each other. It seems to us that more broadly defined groups might ultimately emerge, but we expect to approach them with some caution. We are troubled by the potential dissonance between broadly defined goals on the one hand, and narrow limits on the group's knowledge of the college on the other. Such committees may become merely ceremonial and/or generate advice which cannot be taken seriously and/or cease to function altogether. In any case, the loss of valuable time and both community and faculty good will would be likely and should be avoided.

We also believe that attempts to structure any sort of Community Advisory Committee will be counterproductive unless responsibility for its ongoing function is accepted by a single member of the faculty who is (a) committed to its success; (b) thoroughly familiar with the way the college works and able to explain it; (c) willing to act as a liaison between committee members, faculty and students; and (d) familiar with what the college is doing in the career area in question. If the coordinator does not have these commitments and/or capabilities, community advisors are likely to be frustrated and to regard the college as having been guilty of wasting their time.

We believe that Community Advisory Committees are unlikely to be able to provide very much by way of curricular advice unless they have an organic connection to the college. They must understand us before they can advise us. The coordinator is, as we have noted, one critical link for achieving such an understanding. Committee meetings in which faculty members present their course syllabi and discuss their approaches to teaching, their educational goals, and their assessment of outstanding problems, are another. Sessions in which students present portfolios of their work to committee members are a third. Committee members may also be invited to relevant public events sponsored by the college such as our synoptic programs or our Education and Vocation Conference. All of these will help, but they are less reliable than understandings of the college which are achieved through the two functions which most characterize us: teaching and being a student.

If Community Advisory Committees serve to help in the recruitment of adjunct faculty and if their deliberations are increasingly informed by the adjunct faculty experience, a more firmly grounded and longer term advisory function will become possible. Such an arrangement will have the additional virtue of extending a collegial context to adjunct faculty whose relationship to both our college and colleges in general is too often confined to classroom teaching. Such collegiality is likely to improve their teaching and increase their commitment to the college, as well as enhance their capabilities as advisors to the college.

Graduates of the college who are now working in one or another of our career areas are expected to be increasingly critical to our advisory committees. They will be uniquely important in periods of budget contraction when adjunct faculty positions are scarce. Here, we have the advantage of building on established relationships and loyalties, affirming our commitment to lifelong learning, and providing our current students with contacts and role-models which are particularly relevant. A strong and substantive alumni program is central to any community outreach effort.

The coordination of these sorts of efforts must be someone's responsibility. This responsibility can rotate among the faculty, probably without any additional funding. Small amounts of money are needed to provide for the lunches or dinner over which Community Advisory Committees must ordinarily meet. Maintaining contact with graduates is also important and requires a

small regular budget allocation. Events geared to bringing together graduates now working in similar local contexts should be one of the tasks jointly undertaken by Program Curriculum Committees and Community Advisory Committees and again will require some sort of budget. None of these tasks are likely to seem very compelling to local funding agencies. They may be dropped from the normal operating budget if times get tight enough. Our outstanding problem may be the relatively petty funding necessary to protect the gains made through the OE Contract during the past two years.

V.

IMPLEMENTING A CAREER RESOURCES CENTER

A. ACTIVITIES DURING THE CONTRACT PERIOD

The Office of Education contract with William James College specified four areas of activity relevant to a Career Resources Center (CRC):

1. Establish internships and experiential education opportunities for students through utilization of the local work community.
2. Provide simulation activities for career education students.
3. Establish a CRC Advisory Committee to coordinate CRC functions with the Community Career Education Council (CCEC) and the WJC Governance Council in advancing career education at WJC.
4. Coordinate Admissions, Placement, and Counseling functions for WJC students and other clients.

Each of these activity areas will be elaborated on in the following sections.

1. Internships and Experiential Education

William James College has included internships among its educational modalities since the founding of the college in 1971. Internships are offered using a 3:1 credit schedule which allows students to register for a range of credits: from 1 academic credit for 30 hours work to 15 academic credits for 450 hours work during each ten-week term. Structured in this way internships are the vehicle for experiential education in the college: from the 1-credit tentative toe-in-the-water equivalent of simulation to a full 40 hour per week work experience.

Prior to the beginning of contract activities WJC offered internships through loosely structured individualized arrangements. Upon implementation of the OE Contract in October, 1977 primary emphasis was placed on programatic development for two reasons. One, the internship program required organizational and administrative refinement to better serve students. Two, administration of an internship program required very little physical space and physical space for the CRC was not immediately available.

Refinement of internships began with the creation of a new Intern Request form (included at the end of this chapter). This form was mailed to more than 90 off-campus organizations and 25 departments on the Grand Valley State Colleges campus. The mailing produced extensive information about the kinds of supervised work experiences that could be provided to student interns by local business/labor/industry/professional/government people. This information

is periodically updated by phone and is posted on an Internship Bulletin Board in a central corridor of Lake Superior Hall. It is also sent to WJC faculty for use in advising.

Other activities which are relevant for internships are development of an informational brochure designed to explain the WJC internship process and a new Intern Referral form used to introduce students to work supervisors in pre-internship interviews (included at the end of this chapter).

Perhaps the most significant achievement regarding internships during the contract period was the approval of a comprehensive WJC Internship Policy. This document is based on discussions held at a faculty workshop on internships in March, 1978. The policy defines the individual responsibilities of all parties involved in an internship and sets standards of evaluation (included at the end of this chapter).

2. Career Resources

As indicated in the contract proposal, the Grand Valley State Colleges federation shares centralized admissions, placement, and counseling services among all of the member colleges, It was not feasible to bring the staff members from all of these services together in one academic unit on a campus which houses a federation of academic units. Therefore, a CRC Advisory Committee was organized which included representatives from Financial Aids, Student Employment, Counseling, Placement, and Admissions, The CRC Advisory Committee met for several months and agreed that the CRC should conduct the following activities:

(a) internship coordination
(b) career exploration and career counseling
(c) "first-line" admissions and placement counseling
(d) "first-line" academic counseling.

At the beginning of Fall Term 1978, approximately 10 months after contract activities were begun, a suitable space was made available for the CRC. An area of approximately 470 square feet was remodeled into three small action offices and a large central reception-study space which housed an administrative assistant, a secretary, and several student staff workers. The CRC staff began responding almost immediately to questions about internships, career exploration, and curricular programs. Over a period of several months the CRC came to serve as a coordinating and referral center as recommended by the CRC Advisory Committee. General information concerning admissions, placement, and counseling services is available in the CRC.

Problems or questions which are not addressed by this material or cannot be handled by CRC staff members are referred to an appropriate centralized service on-campus.

3. Other Resource Center Activities

In addition to "first-line" peer counseling, several other kinds of activities have been sponsored, or produced, by the CRC during the past 18 months.

a) Students who had served as WJC interns were invited to a dinner sponsored by the CRC in Winter term 1978. Following dinner, students participated in a critical discussion of strengths and weaknesses of the WJC Internship Program. A video tape of this event served as a springboard for further discussion of internships among faculty, students and work supervisors at a faculty development workshop later in the year.

b) The CRC sponsored several workshops on such topics as resume writing and preparation for Graduate Record Examinations. These were open to the entire GVSC community.

c) The CRC contracted with individual student writers to produce three informational packets geared especially for WJC students. Subjects covered by these packets are job interviewing, resume writing, and preparing a WJC study plan,

d) The CRC served as an information base for two WJC courses: a pre-internship seminar, and a course on Career Planning and Personal Development.

e) WJC faculty colloquia for local high school classes have been coordinated through the CRC.

f) Program consultants, recruiters for off-campus summer internships, and job recruiters have all used the CRC as a place to meet with and interview students.

B. OUTCOMES

1. Internships and Experiential Education

Approximately 200 active internship placement possibilities have been developed for WJC students. Students who want to register for an internship rarely fail to find an appropriate listing in the Internship file kept in the CRC. When an appropriate placement is not immediately available, the student is assisted in finding a new placement appropriate to his/her interests. The number of WJC students who take internships has increased from approximately 40 per cent to 44 per cent of those enrolled each year. Included in the internship placement statistics are a number of students from other GVSC academic units who come to WJC specifically to take internships which

are not available through their home units. Improved methods of handling forms and other paperwork have made it possible to disseminate more widely and evenly information concerning internships. Approval of a uniform internship policy has made it easier to orient students and new field supervisors to the WJC internship process. It has also been easier to assist students with problems or questions when all information is centrally available in the CRC.

In interviews with WJC students coordinated by the FERA team, internships were mentioned most often as the aspect of WJC education which students consider most helpful for career preparation. Comparatively, internships were considered more helpful than specific classes or classes in general and more helpful than supportive faculty or advising.

2. Career Resources

Beyond student involvement in the Internship Program administered through the CRC, student use of resource materials has been promising. From November, 1978 to May 15, 1979, 72 "walk-in" students used the Michigan Occupational Information Survey (MOIS). An additional 25 students used the MOIS during a career planning class in Spring term, 1979.

There has been fairly high usage of distributable reference material available through the CRC. No record has been kept of the number of informational brochures distributed on general GVSC programs and centralized services. However, material prepared specifically for the CRC and/or printed on the CRC budget has been tracked from November, 1978 to May 15, 1979. During that period the following usage patterns were found:

Resource	No. of Copies Used
WJC Internship Listings	50
WJC Internship Policy	50
Synoptic Requirement	200
Resume Writing Booklet	200
Willie's Yellow Pages	300
Preparing For An Interview	325
Study Plan Preparation Booklet	500
WJC Student Handbook	200 (estimate)

It has not been possible to tally the number of times permanent CRC resources have been used (those which are only available for use in the CRC). Our general impression made through observation is of moderately high usage. There is almost always a student or two reading in the CRC.

3. Other Resource Center Activities

The final evaluation report issued by FERA presents a list of areas in which student satisfaction increased significantly during the contract period. The following items were included in the list:

a) Knowledge about personally suitable careers.
b) Ability to prepare a resume which reflects individual background, interests, and desirability for a job.
c) Knowledge of campus resources available in making career-related decisions.

These items represent topical concerns to which the CRC has been particularly sensitive. A number of permanent CRC resources address the individual suitability of careers. Interest surveys, career descriptions and, in particular, the MOIS have been available to students and staff in the CRC for approximately eight months. A special workshop was conducted by the CRC staff to instruct faculty on the use of the CRC in Fall, 1978.

An informational booklet on resume writing (prepared specifically for WJC students) and several resume writing workshops have been mentioned perviously. These activities naturally come to mind when possible explanations for increased student satisfaction with their knowledge of resume writing are considered.

Also mentioned earlier were the materials of a general nature kept in the CRC. These include descriptions of all centralized sources of information pertinent to career decision making such as the Career Pathfinder published by the Counseling Center.

As FERA has pointed out, it is difficult to directly attribute changes in student satisfaction to contract activities. However, contract activities in general and the CRC in particular have increased faculty awareness of career development issues. Location of the CRC near the WJC Files Office and adjacent to the WJC open lounge area has kept the Center and its activities in touch with the community. Both students and faculty members have become regular browsers in the CRC.

C. RECOMMENDATIONS

1. Internships and Experiential Education

WJC students believe internships the aspect of their educational program which is most helpful for career preparation. Comparatively, internships (in the interviews with WJC students coordinated by the FERA team) were considered more helpful than specific classes or classes in general and more helpful than supportive faculty or advising. A Faculty Coordinator

and a half-time student staff worker should be assigned to maintain the Internship Program and to monitor implementation of the internship policy developed under the contract. A higher percentage of faculty should be involved in the program, and successful involvement of faculty should be more directly connected to the reward system of the college.

2. Career Resources and the Career Resources Center

The CRC will not require a large expenditure of funds for new resource materials; modest acquisitions should keep it up-to-date. One full-time staff worker will be needed to institutionalize the activities developed through the CRC during the contract, to serve as general resource person and counselor to students in the CRC, and to supervise student workers.

In the present financial climate, it is not certain whether even this modest funding can be made available. Other options for keeping the CRC available to students include staffing with partial release time from several faculty people, or a change in the status of the CRC from a free-standing unit to a satellite division of the new Grand Valley State Colleges Career Planning and Counseling Center, established Summer 1979.

William James College

INTERNSHIP PROGRAM

REQUEST FOR STUDENT INTERN(S) PLACEMENT

Date_____

Business or Agency Name_____

Address_____

Telephone Number (____)_____

Contact Person:_____
Name

_____ _____
Title Ext. #

1) Please briefly describe your agency, business, organization or school and any programs, activities, or work experience WJC interns may participate in. Please enclose brochures or other printed material if available.

_____

_____

_____

_____

2) Please state your expectations of specific duties and responsibilities student interns will participate in when placed within your agency or business.

_____

_____

_____

3) How many William James interns would you prefer to be placed per 10 week term?

____One ___Two ___Three or more: Please specify_____

4) Please specify which time periods you prefer working with a student intern. (Actual dates will be set by the Grand Valley academic calendar.)

_____ Fall term (approximately Sept. 25 - Dec. 10)

_____ Winter term (Jan. 5 - March 15)

_____ Spring term (March 25 - June 10)

_____ Summer term (June 20 - August 30)

5) William James Colleges offers Concentration Programs in four interdisciplinary areas; Social Relations, Urban and Environmental Studies, Arts and Media, and Computers and Management.
Please check off skill areas interns may apply in a work situation, or general areas in which internships may be developed.

Social Relations
organizational analysis____
political organization and/or analysis____
ethical perspectives____
group & family dynamics____
social work & counseling skills____

Computers and Management
small business management_____
social agency management_____
data processing_____
management analysis_____
community management_____

Arts and Media
design____
communications media____
film/video____
slide/tape____
audio_____
language arts____
visual arts____

Urban and Environmental Studies
community planning_____
environmental impact assessment_____
city and regional planning_____
environmental education_____

6) Students do internships for variable credit (1-15 credits at the ratio of 3 hours work/per credit.)
Please indicate your expectations for time commitments.
30-40 hrs./week _____
15-29 hrs./week _____
10-14 hrs./week _____
Student-Work Supervisor negotiated timetable (e.g. 2 hrs./day, two days per week____

7) Please indicate supervisor's title or position in your agency or business.

_____

Please return this Placement Request Form to:

WJC Internship Program
Career Resources Center
225 Lake Superior Hall
Grand Valley State Colleges
Allendale, Michigan 49401

Questions, comments or inquiries should be directed to:

Dick Paschke, Internship Program Coordinator
895-6611, ext. 672

William James College is one of the four undergraduate colleges within the Grand Valley State Colleges federation.

Approved by the
WJC Council
10/11/78

William James College
Internship Policy

Introduction

The primary purpose of internships in William James College is to provide students with an educational experience of a practical nature in which to explore career areas and/or develop career related skills. Internships are a part of the student's study plan and generate academic credit as do other "courses". In general, internships are preceded by specific skills courses in the student's study plan.

I. Guidelines for credit and academic experience

A. Work hours per internship credit.
Academic credit for internships is calculated on a 3:1 ratio: interns will spend 30 hours per term (3 hours per week) on the job for each unit of academic credit awarded. Students who spend 40 hours per week on the job for 10 weeks can earn up to a maximum of 15 credit hours for that term.

B. Academic activity hours for internship credit.
In general, a student will engage in some form of related academic activity while carrying out an internship. Related academic activity per term per internship credit will fall in the 15-20 hour range. Academic activity may include: participation in a group seminar, relevant readings, a written paper, an organized journal, etc. Specific academic activities will vary from intern to intern and are determined by the student and her/his faculty advisor. Both work and academic activities will be specified in the internship contract (Internship Form 1).

C. Maximum number of internship credits allowed.
The maximum number of internship credits which may be applied toward the graduation requirement is 36 (20 per cent of 180 hours).

D. External internship certification requirement.
External requirements for certification of an internship take precedence over the foregoing limitations where they conflict.

In areas where they do not conflict, the WJC standards will be met as a minimum requirement.

E. Independent study credit.

A single work experience will not be used to generate both internship and independent study credit. Internship credit is the preferred mode of credit generation for work experience.

II. Program Operation

A. Academic entrance requirement.

In general, internships taken for academic credit will not be available to students during their first year in William James College. Careful internship planning and selection of a faculty sponsor require familiarity with the college not normally possible for students until their third term. Exceptions will be made for students on the basis of knowledge, maturity, or unusual skills possessed by the student. The faculty advisor will make individual decisions on this basis.

B. Placement of interns.

Placement can be initiated by a faculty advisor, the student, or a field supervisor. Regardless of who initiates placement, it is the faculty advisor's responsibility, in conjunction with the internship coordinator, to make sure that the placement meets the criteria of the internship program.

C. Guidelines for internship-related responsibilities.

1. Student

a. Be familiar with WJC internship policy and protocol.

b. Complete the Internship Agreement Form 1 and obtain all necessary signatures prior to course registration.

c. Become familiar with the general goals, functions, and procedures of the agency, firm, business, in which the internship is carried out.

d. Comply with the work rules and ethics of the field.

e. Meet periodically with the faculty supervisor and work supervisor for evaluation and feedback as scheduled.

f. Before receiving credit for the internship, the student must:

i) Obtain a letter of evaluation from the work supervisor at the end of the internship.

ii) Complete a satisfactory 40-word transcript

description written in the third person to accompany Internship Form 2.

iii) Complete an updated resume in correct format at the time of completion of the internship.

2. Faculty Supervisor

a. Primarily responsible for insuring that the internship meets WJC guidelines.

b. Generate a job description and performance requirement for each internship in conjunction with a work supervisor.

c. Maintain contact with the field supervisor. This will usually involve three contacts (phone or site visit): one prior to or at the beginning of the term for planning purposes, one mid-term, and one at the end of the internship. Ordinarily at least one on-site visit will be made. All reasonable costs incurred by faculty members in making on-site visits will be reimbursed by the college.

d. Serve as an academic resource to the student and placement site.

e. Responsible for deciding whether or not to award credit for the internship.
The opportunity or possibility for students to fail in an internship must be considered by the faculty sponsor. A poor or negative evaluation from a work supervisor does not dictate that the intern will receive a No Credit. Credit can be awarded in this circumstance if the faculty supervisor has evidence that significant learning has taken place.

f. Be available to follow up on internships which extend beyond a regular term, or name a substitute in cases where such follow-up will not be possible (e.g. illness, resignation, etc.)

3. Work Supervisor

a. Develop a job description with the intern and faculty supervisor.

b. Orients the students to the goals, functions, and procedures of the work setting.

c. Provide reasonable resources to the intern (e.g. desk,

office space, resources available to other workers with similar responsibilities); meet periodically with the intern to provide ongoing supervision and feedback.

d. Be available for discussions with the intern and faculty supervisor each term.

e. Prepare a detailed evaluation, in writing, at the completion or termination of the internship.

4. WJC Responsibilities

a. The WJC Internship Coordinator, or other CRC staff, will help students find and follow up on appropriate internship placements where possible.

b. WJC is responsible for the internship from a supervisory point of view regardless of changes in faculty supervisory status (e.g. illness, resignation, etc.).

c. WJC may terminate an internship if it is judged not to be in the best interests of the student, and/or WJC. The work supervisor also has the right to terminate if the internship is judged not to be in the best interests of the agency, firm, etc. In all usual cases the Internship Agreement Form will be considered a contractual agreement which can be modified as necessary during the internship with the agreement of all parties concerned.

d. The WJC internship coordinator will facilitate, mediate, and trouble-shoot internship and related problems wherever appropriate.

5. Completion or Termination of an Internship

a. Ordinarily an internship will be completed at the end of the specified academic period. Completion of the internship will depend upon receipt of a letter of evaluation from the work supervisor, completion of a 40-word transcript description, completion of a resume in proper format, and completion of Internship Form 2.

b. An internship can be terminated prior to the specified completion date by any of the three parties involved: faculty advisor, field supervisor, or student intern. When the faculty advisor wishes to terminate the intern prior to the normal completion date, she or he must notify the field supervisor and the student in writing, after having discussed the problem with them in person,

or via telephone. When the field supervisor wishes to terminate the internship prior to completion, he or she must notify the faculty advisor in writing after having discussed the problem with him or her. If the student wishes to terminate the internship prior to the specified completion date, she or he must petition the faculty advisor in writing to do so prior to notifying the field supervisor. The student's petition must state the reason for wishing to terminate. The faculty advisor will then be required to investigate the circumstances of the requested termination. The faculty advisor will then submit his or her decision in writing to the field supervisor and the student. A student will not remain in an internship position if he or she ceases to be enrolled in the sponsoring internship program. The terms of the termination must be mutually agreed upon by all three parties.

c. As previously stated, the WJC faculty sponsor will decide whether or not credit should be awarded for an internship which is terminated prior to the normal completion date. The faculty member's decision will be based upon the reason for termination and will also consider the time accrued in the internship by the student. Due consideration will be given to the value of the internship as a learning experience for the student. Termination of an internship prior to the normal completion date projected for that internship will not necessarily constitute a No Credit for the student. All of the factors listed here will be considered by the faculty supervisor in making the decision concerning credit or no credit.

d. Like other William James courses, internships resulting in a grade of Incomplete must be completed or extended by the 8th week of the following term, or else the grade will revert to No Credit.

EXTERNAL W. J. C. INTERNSHIP REFERRAL

Date:_____Time:_____

TO:_____
Business or Agency

Contact Person:_____

_____
Address

Date of Referral:_____

This referral is to introduce _____, who is applying for an internship as _____.

Please telephone results of interview to:_____at 895-6611, ext.

Student Generated Placement:/__/ Paid:/__/

W.J.C. Internship Program Generated Placement Opening:/__/ Unpaid:/__/

WILLIAM JAMES COLLEGE
Grand Valley State College
Allendale, MI. 49501

Distribute upon Completion:
White: Student Yellow: C.R.C. Pink: Student's File Goldenrod: Internship Sponsor

VI.
EVALUATING CONTRACT ACTIVITIES

A. OVERVIEW

This chapter summarizes briefly the final report submitted by Formative Evaluation Research Associates (FERA) to William James College. The entire Final Evaluation Report from FERA is included as a second volume of this Final Report on the William James career education project.

The proposal prepared by WJC in response to the Office of Education's RFP (Request for Proposal) included an evaluation component to be subcontracted to an organization outside of William James College. FERA was chosen to do the evaluation work because of its emphasis on formative as well as summative evaluation.

During the period of contract performance, FERA provided William James with:

1. Assistance in refining contract activities
2. Assistance in defining learner-oriented objectives, susceptible to measurement during the period of contract performance
3. Two interim oral reports with documentation
4. A Final Evaluation Report
5. A workshop on the evaluation process presented at the National Conference.

The primary purpose of the evaluation was to assess generally the impact of the career education contract on William James College and to measure specifically the extent to which the college accomplished the learner-oriented objectives established early in the contract. These faculty and student objectives were:

Faculty

1. Each faculty member will learn more about career education concepts as may be applied to liberal arts teaching and learning at WJC.
2. Each faculty member will assess his or her faculty responsibilities in light of increased knowledge of career education concepts and techniques.
3. Faculty will use career education-related teaching and learning strategies more frequently.
4. The college will adopt a statement specifying student competencies which are expected to result from the implementation of career

education concepts and techniques in William James College.*

Student

1. Students will increase their career decision-making skills as a result of their exposure to selected elements of the career infusion model.
2. Students will be able to critique their WJC experience in a personal context as it contributes to their own career and academic development.
3. Students will understand what liberal arts at WJC means and how it relates to career and life goals.

B. RESEARCH QUESTIONS

From formative discussions with the contract staff, FERA developed five basic research questions which were intended to guide the evaluation. They were:

1. To what extent have the major objectives of the OE contract been met?
2. In what ways have the objectives been met?
3. In what ways has the learning environment changed for students?
4. How do students react to the quality of these changes?
5. In what ways have student and faculty attitudes toward career education changed as a result of this contract?

Because of time limitations, the evaluation did not answer all of these questions. Findings were presented related to questions 1, 2, and 5. Answers to questions 3 and 4 require more time than the contract period allowed.

C. EVALUATION DESIGN

Two primary considerations affected FERA's evaluation research design: the major purposes and objectives of the contract, and the time frame in which the evaluation was conducted. The nature of the objectives described above demanded a major summative evaluation upon completion of the contract. The objectives' emphasis on change, particularly faculty change, suggested a longitudinal design. Because faculty development was

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* FERA assisted the contract staff in defining Faculty Objective #4; however, evaluation responsibility for this objective rested entirely with the college: FERA was not involved in measurement here.

the major contract component, FERA interviewed all available faculty as early as possible in the project period (February 1978) and again at the end (February 1979). This schedule allowed a year for changes to occur.

The evaluation of student change was constrained primarily because most contract activities involved only faculty. Therefore, the contract's effects on students were not so immediate. Nevertheless, FERA wanted to get some sense of student change during the project period and chose to conduct two surveys of randomly selected students. Using specially trained WJC work-study students as interviewers, these surveys were conducted in May 1978 and in February/March 1979.

D. SUMMARY OF EVALUATION FINDINGS

The following summary of evaluation findings was prepared by FERA for distribution at the National Conference. The reader interested in more specificity is referred for an overview to Chapter II of this Final Report and for detail to the FERA Final Report (included as a separate Volume).

1. Faculty Accomplishments

FERA measured the accomplishment of faculty objectives presented earlier both quantitatively and qualitatively. Our major research question, "To what extent have the major objectives of the OE contract been met?" provided the quantitative focus of the evaluation, while the question, "In what ways have the objectives been met?" provided the qualitative focus. FERA found that the accomplishments of the contract's faculty component were more qualitative than quantitative. While we did not find that "each" faculty member learned more about career education, for example, we did find that everyone was affected in some way by the contract's activities. Faculty felt they were fulfilling their teaching and advising responsibilities more effectively than before the contract. Because contract activities brought faculty together more purposefully than occurred before, they talked more with each other about what they were doing in classes and they had the opportunity to discuss and clarify the mission of the

college as it relates to career and liberal education. The effect of this was to make faculty more cohesive and more committed to WJC's goals and purposes. Another positive value of the contract was that some faculty felt it increased the link between WJC and the community by bringing in local professionals for curriculum reviews and internship contacts.

2. Student Accomplishments

FERA's evaluation of student accomplishments revealed two important things. First, specifically related to the effects of the contract, we found that students' satisfaction with their own skills, knowledge, or qualities that related to their career development increased significantly during the contract. Second, we found that students' attitudes toward William James College were diverse, reflecting differences in age, background, life experiences, and particularly their reasons for attending William James. In May 1978 we found that a small percentage of students chose WJC because of its combined focus on career and liberal arts education.

3. Faculty Objective #4

Faculty Objective #4 states that "the college will adopt a statement specifying student competencies which are expected to result from the implementation of career education concepts and techniques in William James College." As noted above, evaluation responsibility for this objective rested entirely with the college: FERA was not involved in measurement here. The William James College Council, the faculty-student governing body of the college, did in fact, in May 1979, adopt the statement called-for. The items in the "Student Competency Statement" are priority ordered as follows:

   a. Reading, writing, speaking, listening, seeing and analyzing skills
   b. Taking onesself seriously as a thinker (economic, social, political, philosophical, aesthetic, analytic)
   c. Taking onesself seriously as a participant (community service, family life, social change)

d. Sufficient "context" (experience in seeking out resources) to make personal/career decisions intelligently

e. Initiative and assertiveness

f. Understanding organizational structures

g. Specific career-related concepts and skills

h. Technical expertise in job-seeking (portfolio preparation, resume writing, interviewing, self-presentation)

We believe it is worth noting in this Final Report that the William James College list, like the one presented by Dr. Kenneth Hoyt in his Primer for Career Education, focusses (with the exception of item #(g) on the WJC list) on process, not content. Insofar as the acquisition of knowledge is a desired outcome, it is knowledge about knowledge, how to acquire resources, how to learn. Process, not job-related content, in the opinion of the William James College faculty, and in Dr. Hoyt's opinion, is the key to career education. This characteristic of WJC's "Student Competency Statement" is stressed here because that concept is not well understood at the post-secondary level.

E. TRANSFERABILITY OF THE MODEL

FERA's Final Report notes that for William James College, the chance to serve as a demonstration model of career education via the infusion model was consistent with the college's sense of its own mission, with its needs, and with its mode of operation. Respected faculty leaders supported the potential value of the project and were willing to work on it. The Dean served as Project Director. This support was crucial to the implementation of contract activities.

FERA cautions the reader to remember that William James is not a traditional liberal arts college. Therefore, the key characteristics of the infusion model as it has evolved at WJC reflect where the college was prior to the contract as well as what effects the contract activities had on the model. Faculty attitudes, college structures and mechanisms, and special teaching/learning activities which FERA considers key dimensions of the model as it has evolved at William James are catalogued below. Additional descriptive information about the college can be found in

Chapter II of this Final Report and in FERA's Final Report.

1. Faculty Attitudes
   a. A trans-disciplinary philosophy shared by faculty who, in general, respect both theoretical and applied dimensions of the curriculum
   b. The student-centered educational philosophy of the faculty
2. College Structures and Mechanisms
   a. The combination and balance of synoptic and concentration requirements
   b. The milestone requirement for students which stimulates reflection and planning
   c. The non-departmental organization of the college
   d. The community-based, vocationally-oriented advisory groups
   e. The Career Resources Center
3. Special Teaching/Learning Activities
   a. Advising
   b. Internships

VII.

CONDUCTING A NATIONAL CONFERENCE

A. GOALS OF THE CONFERENCE

The contract required that William James College convene a National Invitational Conference towards the end of the performance period. The National Conference had two objectives: (1) to inform participants from liberal arts colleges and other educators interested in career education in liberal arts colleges about the results of the project at William James; and (2) to explore the implications of the William James model for other liberal arts colleges and its potential for replicability.

The conference was designed by Dr. Stephen Rowe of the William James faculty, with planning assistance from the contract staff. It was coordinated by Dr. Rowe, with assistance from Project Associate Mary Maxwell and volunteer WJC staff and students. The theme was "Education and Vocation". The subject matter was defined in the following statement developed by Dr. Rowe and the contract staff for the pre-conference issue of The Pragmatist (the contract newsletter):

> The National Conference focusses on the tension between liberal and career studies which is central to our college. We sometimes use the word "vocation" to indicate the sort of synthesis we are striving for. We are seeking to transform the liberal arts through the infusion of "career concepts", matters having to do with the concrete circumstances in which we live and work.
>
> We are also seeking to refine the recent concern with "career education" by relating to it through the humanistic lenses of liberal arts education. Our aim is to educate students who come to have vocations, senses of an integrated place in the world, from which they can creatively change society while moving effectively within it.
>
> It is not easy, and we have a long way to go. Through the Conference we hope to share some ideas, experiments and methods which have brought us closer to our goals.

B. CONFERENCE FORMAT

In the Plenary Sessions, educational leaders of national stature were asked to address each of the three major conference issues: (1) transforming the liberal arts with career concepts; (2) refining career education with the tradition of the liberal arts; and (3) the possibility of an

educational synthesis--an integration of the two.

Conference participants were furnished with a conference booklet containing (1) informational materials about William James College and the OE contract, (2) statements about the college by faculty, students and consultants to the college, and (3) statements from each of the major conference speakers. The intention was to provide a common base for conversation, so that the conference could be a genuinely educational event.

Outside of the Plenary Sessions, the entire college was made available as a "living demonstration" of the integration of liberal and career studies: we held a kind of "open house" for students and faculty, for William James alumni, for West Michigan community leaders, and for the one hundred educators from all regions of the country who had been invited to attend. Demonstrations of work accomplished during the contract filled the corridors and classrooms: student productions; class projects; advising simulations; presentations of selected courses; a meeting of one of the Community Advisory Boards, and the like. Demonstrations were chosen to represent WJC's best work in infusing career education concepts into the liberal arts.

Workshops (some led by educators who were invited guests at the National Conference) provided additional space to explore issues related to the integration of career and liberal education.

The complete schedule of National Conference activities appears on the following pages:

WILLIAM JAMES COLLEGE

CONFERENCE ON EDUCATION AND VOCATION

April 9-10, 1979

MONDAY, April 9

MORNING: - CAMPUS CENTER, Multipurpose Room

9:30 Opening Comments
Stephen Rowe, Conference Coordinator, WJC Faculty

Welcome
Arend D. Lubbers, President, Grand Valley State Colleges

Education and Vocation in the World
- Zelda F. Gamson
Professor, Center for the Study of Higher Education and Residential College, University of Michigan

- Respondents, Discussion
Robert Burns, WJC Faculty
Ingrun LaFleur, WJC Faculty
Fred Freiberg, WJC former student. Executive Director of Metropolitan Milwaukee Fair Housing Council

AFTERNOON:

CAMPUS CENTER - Multipurpose Room

1:30 Integrating Liberal and Career Studies: The William James Experience
- Adrian Tinsley, Dean
William James College

- Respondents, Discussion
Zelda F. Gamson
Ronald Poitras, WJC Faculty
Julie Matuzak, WJC Graduate, Community Organizer, VISTA

LAKE SUPERIOR HALL

Demonstrations - 3:30-5:00

We aim to make WJC available as a living demonstration of the integration of liberal and career studies. Activities fall into three categories:

1) Spaces - Coffee, and what one graduate referred to as the "earnest socializing" of the college, is available in Room 259 (see map). Displays of various sorts are set up in Lake Superior Hall - especially in the Skylight Room. The Career Resources Center (WJC resources related to career information and internships) will be open throughout the Conference.

Community projects, with representatives from a number of regional public and private agencies, will also be continuously available in the Project Planning Room.

2) Open Discussion - with members of the WJC community

Integrating Liberal and Career Studies
Facilitator: Kathleen O'Shaunessy, WJC Faculty

	Michael Cooper		Meg Slocum		Karen Burdick
A	Julie Gottlieb	B	Rosalind Mayberry	C	Ken Zapp
Room	Rodney Bailey	Room	Richard Gottlieb	Room	Richard Joanisse
281	Rosalyn Muskovitz	112	Ondra Robinson	114	Pat MacTavish
	Curt Jones		Maggie Luke		Curtis Menning
	Karen Blandford		Joel Kernen		Jason Schneider
					Sherry Redding

3) Specifics

Room 210	D.	Advising	Ron Maxwell, WJC Assistant Dean; Richard Joanisse, WJC Faculty; Doug Mulder, WJC Staff
Room 136	E.	Community Involvement	Barry Castro, WJC Faculty
Room 227	F.	Faculty Development	Pat Labine, Moderator, WJC Faculty Daleene Menning, Art and the Development of Children Richard Paschke, Biology and Behavior Barbara Roos and Walter Wright, Media and Social Change
Room 134	G.	Project Education	Ron Poitras, John MacTavish, Pat Rusz, WJC Faculty
Room 250	H.	Curriculum Development	Wilbur Walkoe, WJC Faculty
Room 258	I.	Class Meeting: Thinking Visually	James Clover, WJC Faculty and members of class
Room 226	J.	Meeting of WJC Journalism Advisory Board	Robert Mayberry, WJC Faculty, and Advisory Board Members
Room 37	K.	Media Synthesis: Thought and Action	Tod Walter and other WJC Students

EVENING: CAMPUS CENTER, Multipurpose Room

7:30 The State of the Liberal Arts

- Jonathan Z. Smith
  Dean of the College, University of Chicago
- Respondents, Discussion
  Pat Labine, WJC Faculty
  Scott Trost, WJC Graduate, Graduate Student in Law and Religion
  Leo Hurwitz, Independent Film-maker and WJC Synoptic Lecturer

Reception (Lounge)

TUESDAY, April 10

MORNING:

CAMPUS CENTER, Multipurpose Room

9:30 The Meaning of Career Education

- Panel discussion with speakers representing Faculty, Administration, and the world of work

Barry Castro, Moderator, WJC Faculty
Mary Harrington, WJC Graduate, Field Director, The Youth Project, Midwest Office, Minneapolis, Minn.
Sister Mary Francilene, C.S.S.F. President, Madonna College
George Pickering, University of Detroit

LAKE SUPERIOR HALL

Workshops

A series of meetings with guests and resource persons on methods of achieving an effective integration of liberal and career studies.

SESSION I - 11:00-12:00

Room 136 1. Open Discussion with Richard Gottlieb, WJC Faculty

Room 134 2. Campus/Career Transition: First Job Trauma and the Liberal Arts Graduate
Linda K. Hauser, Director of Career Development, Linfield College
Richard Paschke, WJC Faculty

Room 258 3. Humanity and Education - Shelagh Freed, Ken Dziesinski, Jason Schneider, Connie Mulder, David Mayer, WJC Students

Room 112 4. Liberal Arts and Mass Education -
Manuela Dobos, Lu Carpenter, Faculty Staten Island College
Ingrun Lafleur, WJC Faculty

Room 226 5. Evaluation - FERA Adrian Tinsley, Dean, William James College

Room 227 6. Education for Social Change -
Fred Freiberg, Mary Harrington WJC Graduates
Barbara Roos, WJC Faculty

Room 114 7. Integrating Career and Liberal Studies - WJC and Beyond -
Paulette Rosen, Scott Trost, WJC Graduates
Barry Castro, WJC Faculty

TUESDAY, April 10

AFTERNOON:

LAKE SUPERIOR HALL

SESSION II - 1:30-2:30

Room 250 8. Open Discussion - with Rodney Bailey, WJC Faculty

Room 136 9. It's Not Easy Being Green: WJC Students in the World -
Akula Jarman and other WJC students

Room 134 10. Skills in the Liberal Arts -
Robert Mayberry, WJC Faculty

Room 226 11. Career Resources in the Small Liberal Arts College -
Richard Paschke, WJC Faculty
Earla Smith, Superintendent of Guidance, Troy High School
Brian Walby, Aquinas College
Mike Weissberg, GVSC Counseling Center

Room 114 12. Career Concepts in Discipline-Based Liberal Arts -
Adrian Tinsley, Dean, WJC
Alan Anderson, Faculty, University of North Carolina, Greensboro
Douglas Kindschi, Dean, Kirkhof College, GVSC

Room 112 13. Alternatives in Higher Education -
Pat Rife, WJC Graduate
Kathleen O'Shaunessy, WJC Faculty
Reid Holland, Assistant Dean, Kirkhof College, GVSC
Merrill Rodin, Faculty, Thomas Jefferson College, GVSC
Halloway C. Sells, Union Graduate School

Room 227 14. Education and Workplace Democracy -
Connie Mulder, WJC student
Alan Embree, Faculty, Central YMCA Community College
Ken Zapp, WJC Faculty

CAMPUS CENTER, Multipurpose Room

3:00 Concluding Conversation
- Peter Elbow , Member of the Faculty, Evergreen State College
- Respondents
Robert Mayberry, WJC Faculty
Ginny Gordon, WJC Staff
Paulette Rosen, WJC Graduate, Graduate Student in Human Development

5:00-7:00 Alumni Reception - in the Lounge

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WILLIAM JAMES COLLEGE - April 9-10, 1979

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